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of California**

BULLETIN

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1945-46

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Send articles and subscriptions to the Editors.

Books For The Philippines

The School Library Association of California has undertaken this year, as a state wide project, the collection of books for the devastated libraries of the Philippine Islands. These libraries were a vital part of the educational system, since the schools throughout the country depended almost entirely on them for their books.

With the Japanese invasion came almost complete destruction of all libraries, since it was the determined purpose of the invaders to root out and destroy every source of American influence and culture. Mrs. Carson, the wife of the president of Silliman University, in her article in the October 1945 issue of Wilson's Bulletin, gives a gripping picture of what books meant to the young Filipinos and of the pathetic efforts of families to save a few books as they retreated into hiding places in the hills. She tells of the young guerilla fighter who carried up steep mountain trails along with his meager equipment, a heavy volume from an encyclopedic history of the first world war, and of the delight with which he read it after his day's work was done. She tells, too, of the Filipino family with young children who put all their books in burlap sacks. With the help of the wife's brothers, these books were carried through the rapids of a river they had to ford before they reached the steep trail leading to their mountain home. This family, after the Japanese landing, barely escaped with their lives during an enemy raid. All the books they had so carefully saved were burned with their home. These are only two of many cases which she cites, and in almost every case, even though for a time, with painful effort, they succeeded, eventually the Japanese found and destroyed the books. In Manila, alone, over two million

LUCILE WESTER

Elmhurst Junior High School, Oakland

books were burned; throughout the islands it is estimated that more than six million dollars worth were lost. The National Library in Manila saved only thirty six thousand volumes out of close to a million copies.

We, in the School Library Association, feel that we are most fortunate to have this opportunity to help these island people replenish the stock of books which is such an important factor in spreading the ideals of brotherhood and friendship among nations. California women, especially, feel a deep interest in the libraries of the Philippine Islands, since it was the women of this state who sent the first English books to the Philippines after the Spanish-American War. Now that the need is even greater than it was in those early days of the Filipino's struggle for an education, we are sure that every librarian in our state will enthusiastically enter into plans for this book drive.

Books are wanted for both the National Library in Manila and for elementary and secondary school libraries throughout the islands. Detailed instructions for the drive will be sent to each school librarian who is a member of our association. Any one who is interested and who does not receive such instructions may receive further information by writing to Abbie Doughty, Librarian, Garfield High School, Los Angeles, who is chairman for the drive in the Southern Section, or to Lucile Wester, Librarian, Elmhurst Junior High School, Oakland 3, chairman for the Northern Section.

Do you belong to the A.L.A.? Now would be an opportune time to join. By so doing you will automatically be a member of the American Association of School Librarians.

Functions and Standards For a School Library

The library should be conceived of as an active service agency integrated with the learning program of the school, not as an adjunct to it. Because the pupil should be the center of the program of school library service, the purposes of the school library, for both elementary and secondary school, are stated in terms of their relationship to pupil development. "These purposes are expressed in **SCHOOL LIBRARIES FOR TODAY AND TOMORROW: A STATEMENT OF STANDARDS** published by the American Library Association under a committee of school librarians with consultants from the educational field".

1. To participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents and other community members.

2. To provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals

3. To stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.

4. To provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.

5. To help children and young people to become skilful and discriminating users of libraries and of printed and audio-visual materials.

6. To introduce pupils to community libraries as early as possible and to cooperate with those libraries in their efforts to encourage continuing education and cultural growth.

7. To work with teachers in the

MRS. MARY PEACOCK DOUGLAS

State School Library Adviser
State Department of Education, Raleigh, N. C.

selection and use of all types of library materials which contribute to the teaching program.

8. To participate with other teachers and administrators in programs for the continuing professional and cultural growth.

9. To cooperate with other libraries and community leaders in planning and developing an over-all library program for the community or area.

The degree to which the library carries out its objectives depends on three factors—personnel, materials, and quarters. While each of these elements can be measured objectively and quantitatively, the effectiveness of the school library is also dependent upon subjective and qualitative measurements.

CLASSROOM TEACHER STANDARDS APPLY

A school librarian who stimulates and assists pupils and teachers to use the library must first of all know and be enthusiastic about people and materials. The same personal traits which are characteristic of other successful school personnel apply to the successful school librarian: good humor, a pleasing appearance, friendliness, dignity and self-control, energy and initiative. The school librarian, moreover, needs to be trained both as a teacher and as a librarian and to meet certification requirements in the chosen field. Successful teaching and library experience enhances the prospects for dynamic library service.

Standards which obtain in the selection of educational personnel in any locality should apply to the

selection of school library personnel. As a rule these include personality, training and certification, and experience. The school librarian in turn should expect the same considerations as are accorded other members of the professional educational staff in terms of salary, tenure, retirement pensions, and leaves and in terms of the responsibility to which he is assigned.

The teaching load of the classroom teacher has been scientifically studied, and in general maximum loads for reasonable efficiency have been determined on both the elementary and the secondary school levels. The maximum number of pupils with whom one librarian can do effective work on a total enrollment basis or on a class period is less well defined. The recommendation included in **Proposals for Public Education in Postwar America** recently published by the National Education Association appears to be reasonable and desirable as a maximum pupil load for one school librarian—"the full time of one school librarian, or its equivalent, for approximately every 500 pupils aged 6 through 19."

Any school or school system with an organized central library would require a full-time school librarian even though the number of pupils to be served should be fewer than 500. In the interest of efficient learning through the library, it appears that one librarian can serve from 50 to 75 pupils in one class period when the full time is devoted to library activities. In addition to the librarian, a clerical assistant will be needed in order that the routines of the library other than technical organization may be effectively performed. When the school enrollment exceeds 1,000 pupils, additional clerical assistance will be needed.

COLLECTION SHOULD SUIT

The library materials include books, pamphlets, and clippings; recordings; films and film strips; and

other related audio-visual materials. Here, as with library personnel, the quality as well as the quantity of material must be considered in evaluating the collection. Books and materials should be of such quality that they stimulate and inspire intellectual, cultural, social, and moral development; and they should be selected with the maturity and capacity of the group to be served as a guiding factor.

The book collection would undoubtedly comprise the most extensive part of the library holdings. Variety of subject matter, variation of reading difficulty, quality of writing and format, and reliability and suitability of content are standards to be considered in developing the book collection.

Few duplications would be found in a library collection of 2,000 books, and almost this many would be required as a minimum collection for the smallest organized school library. Standards for the book collection would range from about 2,000 books for 200 pupils to about 15,000 books for 5,000 pupils with many duplications for the larger school. A minimum of 1,700 titles should be provided for 200 pupils, of 5,000 for 1,000 pupils, and of 8,000 titles for 5,000 pupils. An annual budget of \$1.50 per pupil would keep the collection up-to-date and in good repair.

WORKROOM FACILITIES MUSTN'T BE OVERLOOKED

Space for school library quarters has been of increasing concern to administrators, especially since the library quarters in many schools built in the past decade have proved inadequate. Space for reading room, workroom, office and storage is essential—and space for conference rooms is desirable. The workroom should be equipped with running water and a sink or a lavatory. All rooms should be provided with shelving built according to desirable

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Material For Intercultural Education

With continued dislocation of population and increasing unemployment, accompanied by feelings of insecurity, more and more of our schools throughout the land are being confronted with tensions and clashes between established members of the communities and the minority elements. Fortunately for the teachers and librarians there is a ready help in precept and example, for a number of our city educational systems have been engaging now for several years in scientific experiments to bring unity out of threatening chaos. The term, intercultural education, has evolved in the process. Findings from these rather "set" experiments and from other individual efforts all over the United States are pouring from the presses in an increasing torrent.

It is not possible to review here each of the few books selected for annotated listing, although on reading any one of them, there is the temptation to go find a willing ear and tell all about it. Perhaps a few brief statements can cover the intent and design of them all, and at least indicate their general methodology.

This body of literature is soundly based on the most carefully tested findings of anthropology and psychology, and illustrated with a wealth of historical proof. The theses are chiefly the following:

1. All branches of mankind have more universal traits than traits of variation.
2. Clashes in community living occur chiefly on account of fear, usually unconscious or unadmitted fear, on the part of the majority, of what is strange or different in the minority.
3. This fear is irrational because historical records attest the fact that development and progress in cul-

ALICE ANDERSON

Chico State College, Chico

tures arise only when different strains become intermingled.

With these theses for touchstones, our devoted experimenters are setting about the task of overcoming this absurd and irrational fear. For teaching the alikeness of mankind, they have provided themselves with adequate proof and illustration. After a minimum of such teaching as foundation, they proceed with direct investigation by pupils of the strange cultures closest to them, and there is the most careful direction of behavior in so doing, for it has been found that fear has most quickly been wiped out when the sufferer has been obliged to deal fairly with the object of his fear in spite of his prejudice. As soon as fear drops out something else rushes in to take its place. This something is apt to be liking or at least appreciation. As soon as appreciation of some one has displaced fear of him, then for the first time there is a basis for evaluating the contribution of that other individual. Intercultural education is in effect when such evaluation has taken place and the energies of the pupils are given over to the avid pooling of contributions from all their members of whatever color, religion, or economic standing.

This, in concentrated brief, is the process of intercultural education, as it is beginning to be practiced in our public school systems. So correct is its beginning and so fair its prospect of extension that one warms to the hope of its fruition. Yet it may be too late, if not too little. For a brief moment in history we, nationally, held absolute power — and used it. In a split second, our power lost its quality of absoluteness. In dissipating itself, it confirmed the whole EARTH

as the new geographic unit which must unite or die. During the few months since that portentous split second, statesmen have been putting last things first and issues have been arising to confuse the layman. The only thing that is at all important for the laity to understand in connection with the epochal event of August is that the ways of science can not remain secret, yet many of our key men are representing "social lag" with prolonged talk of secrecy while science gallops on without controls. On October 3rd one newscast contained these two items: "our President urgently recommends certain controls . . ."; our neighbor Argentina bans export of uranium." If there remain four or five years, or ten, for teachers and librarians, let us make the most of them in intercultural education.

The books listed below are so rich in concrete experience for every step of the way in intercultural education that they would seem to be adaptable or suggestive under any imaginable circumstance. There are added also the publishing data for a few periodicals which are devoted to the objectives of intercultural education.

BOOKS:

The Story of the Springfield Plan. by Clarence I. Chatto and Alice L. Halligan. Hinds, Hayden & Eldredge, Inc., c1945. Survey of one of the first and most thorough experiments. Useful for the whole range of the public school system.

Democracy's Children. by Ethel M. Duncan. Hinds, Hayden & Eldredge, Inc., c1945. Drawn from experiences in elementary grades.

Getting Acquainted with Jewish Neighbors. by Mildred M. Eakin. The Macmillan Co., 1945. A guide for the church school leaders of children which would be useful also for home and public school.

Men are Brothers. by Eva Taylor. Viking Press, 1937. The date of this

book does not diminish its value in the least. It is perfectly in line with the most scientific procedure and can be enjoyed from the age of upper grades through the most erudite old age.

Build Together Americans. by Rachel Davis-DuBoise. Hinds, Hayden & Eldredge, Inc., c1945. Adventures in intercultural education for the secondary school.

Intercultural Education in American Schools. Proposed objectives and methods, by William E. Vickey & Stewart G. Cole. Bur. for Intercultural Education, 1943.

Probing our Prejudices. by Hortense Powdermaker and Helen F. Storm. Bur. for Intercultural Education, c1944. A unit for high school students.

They See for Themselves. by Spencer Brown. Bur. for Intercultural Education, c1945. A documentary approach to intercultural education in the high school. Contains three dramatizations written by classes in the project under Mr. Brown.

PERIODICALS:

American Unity. Monthly. Council Against Intolerance in America. 17 East 42nd St. New York 17. Useful in elementary schools. **Free** to schools.

Common Ground. Quarterly. Common Council for American Unity. 222 Fourth Ave., N. Y. C. \$2.00 per year. Many contributions from youths. Jr. & Sr. High School and Jr. College.

Free World. Monthly. 144 Bleecker St., New York 12. \$4.00 per year. High School and Jr. College. News especially of all underground movements for freedom.

Open Forum. Weekly. So. Calif. Branch American Civil Liberties Union. 257 So. Spring St., Los Angeles 12. \$1.00 per year. Reports defense of their constitutional guarantees for minority groups and individuals.

Common Sense. Monthly. 10 East 49th St., New York 17. \$2.50 per year.

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Editorial Page

THE TEACHER-LIBRARIAN

"You mean I'd be welcome at the School Library Association book breakfast? I have wanted to go, but I somehow got the impression that they were for professionals only, and I'm just an ordinary teacher-librarian without special library training. Thanks for telling me the association is interested in teachers like me who also have library responsibilities. I'll be happy to attend next month."

It was an unfortunate misunderstanding, easily though tardily corrected, but it lead us to wonder if we have not tended to neglect the teacher-librarians in our efforts to improve the standards of librarianship. Due to the small size of many schools and the present shortage of trained librarians, it is an inescapable fact that much of the school library work of the state must be carried on by teachers, usually untrained in librarianship, but eager to do the best they can. The quality of their work will inevitably affect school librarianship in California.

What can we as an association and as individuals offer them? Certainly as an association we ought to give them practical guidance and leadership in their school library activities. The very least we can do as individuals is to give them a friendly invitation to attend our meetings and join our group. Let's assume the latter as our personal assignment for the next meeting of the association!

E. BEN EVANS

BEFORE YOU FORGET

There are several important matters we wish to call to the attention of our members. First, we wish everyone would read and then re-read Mrs. Douglas' article. Finally, discuss it with every school librarian you see. Second, we would like to see every school librarian in California get behind the committee which is campaigning for books for the Philippines. This campaign should be a "must" on your list of vital things to be done. Don't wait! Get in touch with the committee and round up the books.

We are pleased that a gentle hint from a modest individual down in Pacific Grove started the ball rolling with regard to the teacher-librarian. Her suggestion was used in the question box and lo! we have an article and an editorial on the subject this time. Do not let the matter rest for the problem needs solving badly.

M. W. CRAGUN

We Need The Teacher-Librarian

Much of mutual benefit could be attained by the expansion of the School Library Association of Calif. to include more members of that versatile professional group, the teacher-librarian.

During the war the number of teacher-librarians in the schools of California has greatly increased. Many are unaware of the School Library Association or if aware of it, look wistfully on from afar not realizing that membership is also open to those devoting only part of the school day to the library.

If these teacher-librarians are to be included in the School Library Association the initiative must come from the organization. Perhaps a letter inviting the teacher-librarian, specifically, to membership would be the first step. The more individual this could be, the better. The letter might also stress organization activities and welcome the prospective member to book breakfasts as some have felt that those too were for the invited few. A mention of the bulletin and its practical value to all engaged in school library work might also be included. Better yet, the sending of a complimentary copy of one issue, an issue particularly adapted to the needs of the teacher-librarian, would be a still greater incentive to membership and would give a glimpse of its practical worth.

There is much the School Library Association could do for its teacher-librarian members. One issue of the bulletin might be devoted especially to the teacher-librarian and his particular problems, or a department appearing in each issue of the bulletin might be more feasible. Most teacher-librarians would welcome such a development and find it of value. District meetings especially for teacher-librarians and under the sponsorship of the association would

CHRISTINA P. MacKELLAR

East Bakersfield High School, Bakersfield

be very helpful as most teacher-librarians are located in smaller, scattered communities with little opportunity to discuss problems with others in similar positions. Frequently the teaching load is so heavy aside from library duties that answers to problems cannot be sought by extensive reading and study so that such meetings would be a boon, indeed, to the teacher-librarian.

One of the greatest benefits the teacher-librarian could receive from an active interest of the School Library Association in his welfare would be the setting up of standards, carefully worked out and possible of attainment which would balance fairly the teaching load and library responsibilities. In some schools the teaching load is so heavy that the teacher-librarian finds little opportunity for much accomplishment in the library. Perhaps an active campaign to convince administrators of the potential value of the library as the hub of the school's learning activities and the importance of adequate time for its administration would be the better approach.

The School Library Association has proved its interest in the problems of the teacher-librarian in the past. The monograph "Library Standards and Procedures for Small Secondary School" prepared by the Professional Committee, Southern Section and published by the California Society of Secondary Education has proved its worth and become a standard guide and handbook for many. "A List of Books for High School Libraries" was another undertaking of the Professional Committee, Southern Section which has proved of value to the teacher-librarian. However, many new teacher-

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Some Impressions of South American Libraries

(The author was sent by the Office of Education in Washington to make a basic study of education in the Dominican Republic, Uruguay and Paraguay during 1944. She spent several weeks in each of the countries. While library service was not a major assignment she was interested in the library facilities as a part of the educational program. These impressions were gathered from observation and discussion with the educational authorities and the librarians.)

URUGUAY

This small republic is one of the most forward looking of all the South American countries. It is a leader in social legislation and has a democratic form of government. We would expect the library facilities in such a country to be comparatively outstanding and they proved to be so.

In Montevideo, the capital city, was a charming library (Biblioteca Artigas-Washington) which had been established in a renovated building by the Cultural Relations section of the United States Embassy in cooperation with the Coordinator of Inter-American Affairs. An early American reading room stocked with a limited number of volumes in English was an inviting place to read. The director was a man who was trained in library techniques in the United States, Mr. Arthur E. Gropp. Mr. Gropp and his wife are both trained librarians interested in helping our Latin neighbors to know the benefits of library service.

Mr. Gropp holds classes for Uruguayans in library techniques. Classes in English were also held in the building. The patrons of the library were natives who were interested in furthering their acquaintance with other nations through literature as well as the members of the American colony hungry for reading material in their own language.

The Biblioteca Artigas-Washington is a recent establishment but the evident interest of patrons and lead-

GLADYS L. POTTER

Acting Director of Elementary Schools, Long Beach

ership of the director indicate future expansion of its services.

There was no public library as we know it in the city of Montevideo. The National Library which was housed in the Law School of the National University was comparable in a limited degree to the Library of Congress and was not a center for the recreational and cultural advancement of the average citizen. The Director of the National Library did not have library training. Through his own interest and efforts he had done an outstanding job of improving the library and organizing the materials in the most efficient way. Shortly before the writer was in Montevideo a representative from the Library of Congress in Washington had visited the capital and had spent considerable time with the director in setting up the Dewey Decimal system of cataloging the library. Many precious historical volumes were housed in the National Library. A new building was under construction across the street from the present location and without doubt the added facilities to be provided by the new building would do much to improve the service of the National Library. Students from the University studied in the limited reading room which is a part of the present library quarters. Each one of the faculties of the National University has a small library for its students in addition to this central library.

The intense desire of the director of the National Library was to come to the United States and study library techniques. There was a possibility that a scholarship might be provided for him through the inter-

est and activities of the United States Embassy.

It was interesting to note that the director could not take full advantage of the courses in library techniques offered by the Biblioteca Artigas-Washington because of the fear of "losing face" with his own staff who were attending the classes.

Located adjacent to the Normal School in Montevideo was a teacher's library called the Pedagogical Museum and Library. Here was a counter-part in many ways of the County Library system, which is familiar in California. Texts and recreational books were distributed to the city and rural schools through this library. In addition to the library service the director gave lectures to the Normal School students, visual materials were on display in the library and were also distributed from this center to schools, motion pictures were shown to students and to school children who came to the library in groups.

One of the interesting features of the visual service was the fact that beautifully and accurately made models were prepared in the museum by members of the staff. The type of physiological realia commonly purchased in this country from technical laboratories such as models of the organs of the body were manufactured in a highly professional way by the staff of the museum. Books in Braille were prepared in the Spanish language by a blind member of the staff of the library. The director of the museum was eager to expand the service to the blind and was much interested in the services made available thru libraries in the United States.

The most popular and most inviting reading room in Montevideo was the reading room and library of the Y.M.C.A. Here the informal and homelike atmosphere typical of libraries in the United States was enjoyed by young and old.

Magazines and current news-

papers in various languages were readily available; the room was comfortable and warm in winter, which was not so for most other reading rooms.

The elementary and secondary schools in Uruguay had limited library facilities. In the main the books were enclosed in locked cupboards and the use of the books was closely supervised. The collections were shown with pride but the number of books was pitifully small and the use extremely restricted according to our standards. Because books were expensive many students had access to the required texts only through the libraries. Both secondary and elementary schools were in session only part of each day and students used the libraries as study halls in the hours when school was not in session for them*.

One of the responsibilities in connection with my visit to Montevideo was to make the acquaintance of the Instituto Internacional Americano de Proteccion a la Infancia as a representative of the United States Office of Education. This Institute was in reality a research library of international scope. Sixteen countries belonged to the Institute and contributed monies for the available services. Those countries belonging to the Institute were the Dominican Republic, Venezuela, Bolivia, Argentine, Chile, Colombia, Costa Rica, Cuba, Ecuador, Mexico, Paraguay, Peru, Brazil, El Salvador, United States and Uruguay.

Due to frequent changes in government personnel and policy in many of these countries or perhaps the disinterest of those in authority many members of the Institute did not pay the quota-membership to the organization and the struggle to adequately maintain the service was

*In one of the many lovely parks in Montevideo is a Children's Library housed in a quaint building. I made several efforts to visit this library but found it closed on each occasion. This library was often spoken of with pride and I should like to have become better acquainted with its facilities.

evident. Senor Emilio Fournie was the Chief of the Institute working under a Director. He was passionately interested in the services of the Institute and did much of the review of research studies, preparation of bibliographies, and of materials for the quarterly Boletin published by the Institute. The staff was inadequate and overworked and the Institute housed in small drafty offices but the interest and professional energy of that staff provided a warmth sorely lacking in the unheated building.

There were some 16,000 entries in the library and nearly 500 magazines in a variety of languages available. Although the Institute was not a loan library in any sense of the word many students from the Normal School and others who were facing the competitive examinations for teaching positions in Uruguay came to the Institute to become acquainted with the studies which were available there.

The articles contributed to the Boletin came from various member countries and a summary in English of each article recounting studies carried on in these various countries is included in each issue.

DOMINICAN REPUBLIC

This small island republic has a vital interest in learning English. The minister of education has as a member of his staff an energetic and well trained young man who heads the English Section of the Department. He was a graduate of Columbia University and his services were made possible through the Coordinator's Office. He was doing an outstanding job. The teaching of English is required in the schools from the fourth grade through the secondary school. An extensive night school program is under way and literally thousands of adults are taking advantage of the opportunity to learn English under the guidance of the English Section. Books for this extension work are at a premium

and there are no public libraries to draw from. The natives are poor and the purchase of a book for the English class is a problem to them. The writer found them using a series of readers published by a company of note in the United States. For some of these persons the English reader was the only book they owned. Workbooks were also available to furnish additional practice material for these students of English. The acquisition of ability to speak and read the English language represented to these people a key to unlock many and varied opportunities. No cost seemed too great.

Small libraries were found in the urban schools where books were kept in locked cases. Most of these books were texts printed in Spain. Additions to the collections of both texts and recreational books were distributed by the Minister of Education through the interest and ingenuity of the Women's Political Party and other persons of good will. These additions were sorely needed and most appreciated. These books sent to schools were their "all" so far as library facilities were concerned.

Extensive plans were under way for a University City in the outskirts of Ciudad Trujillo. The present University of Santo Domingo is housed in ancient quarters which date back to the time of Columbus. However, the leadership in the university is excellent and the plans for an expanded library service in connection with the new university will do much toward the educational opportunities offered by that institution.

The high percentage of illiteracy among the natives is of course a factor in the activities relative to library service in the Dominican Republic. Compulsory education is not enforced and the average citizen cannot use books that are available as a source for increasing their culture or their recreational activities.

In one of the parks for children

(Continued on Page 19)

The High School Library, A Three Ring Circus

Upon completion of library school, I had the idea that a high school library would be an ideal place in which to work, a haven of calmness, quiet industry, and surely soothing to the nerves. After several years of class-room teaching, the position as librarian would be a pleasant change. I would be free from the trying problems of the formal class-room, nothing particular to ruffle the calm, peaceful atmosphere of my domain.

Now, with a few years experience as a librarian, I still feel that the high school library is the ideal department of the school, though not "a haven of calmness" at all times, yet the most interesting and exciting with never a dull moment. In fact, at times I feel that I am running a three-ring circus.

Since the library is a large room and centrally located in the building, it becomes not only the center for study and research, but also the social center of the school. An overflow in student enrollment makes it necessary to assign a study hall to the library for a few periods of the day if not every period. All of which makes the life of a librarian more interesting.

With a study hall of seventy-five to eighty students, it is nothing unusual for a social science teacher or any other teacher to bring a class of thirty or forty squirming, restless, knowledge-seeking freshmen, on a research problem. With the study hall students in one section of the room ready to have a little more freedom and fun, and the social science class in another, the circus begins.

"Could you help me find something on the tar-pits of California?", "I'd like to find something on the

VALENTINA NIELSEN

Chico High School, Chico

Palomino horse", "Where are your books on bugs?" "Where can I find something about prominent farmers?" "What happened to San Juan Parangaricutiro?" You madly search your brain for possible sources of information on these and dozens of other questions, directing one student to the encyclopedia, another to the Reader's Guide, while you, yourself, thumb through the index of the Lincoln Library, at the same time keeping a careful watch out of the corner of an eye on the "clown" of the study hall, who dearly loves to go through his act when you are the busiest. In the middle of all the hubbub of trying to find information on the Paricutin volcano, the coach walks in with fourteen or more delinquent boys who must be kept busy with brain work instead of physical work, for some reason obvious only to the physical education teacher.

Having located the material on "colds", "contagious diseases" and the "effects of narcotics on the human body" for the boys, you take a rapid survey of the study hall group. Everything seems to be well in hand, at least there is a semblance of study there. The buzzing freshman are busy as bees and the boys are madly copying the much needed information. Now for a little time to catch your breath!

The office girl sends word that an urgent telephone call awaits your answer. With a quick glance over the room, you hurry across the hall to the telephone. Nothing important after all! Some lady wanted to invite you as her guest to some local club dinner meeting.

Returning to the library you find

three faculty members waiting for you. One would like to look over the film schedule for the month; another wants a collection of twenty-five books for slow readers sent to her classroom for the next period; and the third desires to send his vocational agriculture classes to the library for study during the three afternoon periods as he is needed at the local cannery to help can fish. All are quickly dispatched and you can give your attention to the students who are beginning to grow restless as the period is nearing the end. About two minutes before the bell rings, the principal arrives with a salesman who has a "new" book to present. You politely ask the salesman to your office and listen with your right ear to his sales talk, keeping your left tuned to the sound coming from the library, wondering how Johnny is able to keep so quiet. The bell rings, you step to the door, the first showing is over.

The next period should be better. No study hall. Now that cataloguing job should be completed; those cards typed as well as the letters gotten out for the night school books and the order for additional films for the Spanish department. Quickly the Library Science students are assigned their tasks, then that cataloguing problem is attacked.

A voice breaks in on your concentration: "May we set up the chairs for the English Club meeting at this time?" You snap back to realities! English Club? A quick glance at the daily calendar shows that the English Club will meet at 10:15. Hurriedly pushing the cataloguing aside, you tackle the problem of getting the library ready for the club meeting. With the assistance of a student committee, tables are moved against the book cases and stacked two high; chairs set in place; the extra folding chairs moved in from the hall; a speaker's table and chair provided, all completed just as the club members arrive, two hundred strong.

Then, you suddenly remember that you were asked, just yesterday, to review a recent book at this meeting. As luck would have it, you had completed the reading of one a few days before, one that would do for the ten minutes allotted to you on the program.

The club president takes over and you sit back to enjoy life; but not for long. The president of the local P. T. A. appears at the door indicating her desire to speak to you. You learn that she will be out of town for the next meeting and wishes you to take charge of the business meeting as well as the program. You consent, after mentally checking over other activities you must attend. You arrive back at the English meeting just in time to give your review. The club program continues without further interruptions.

Club meetings do not break into the regular routine of library work as the room is easily arranged again for work. But had it been an all school affair such as the Girl's Student League party of a week ago, the library would have been completely transformed. The tables were concealed in the alcoves at each end of the room behind attractive drapes. The book cases disappeared behind lovely Mexican murals all expertly drawn in beautiful colors by the art students. In fact you were not conscious that the party room was the library. Much more effort and time was expended in getting ready for the event and clearing afterwards.

At the close of the English Club meeting, the student committee clears out all the extra chairs and then sets just enough tables to take care of the small study hall. Since the noon hour dance is scheduled for today, not all the furniture can be placed. Soon everything is in order and all is calm and serene again. The students have settled down to work. So should you, but the period

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As Others See Us

One day shortly after I had begun my training in librarianship, I chanced upon a friend of mine. She was an old lady whose septagenarian dourness hid a heart of gold. Her friendliness charmed me at times, although her customary coldness was hard to endure. Once in a while her shrewd observations startled me with their acuteness. On this occasion, I remarked that I intended to become a school librarian.

My friend said nothing for a time and then, with a toss of her head and a disconcerting smile, she said gravely, "A librarian—ah, they are a queer lot! And a school librarian! Are you sure that's what you would want to be doing?"

I'm not certain just how I answered her question aside from affirming my confidence in the choice of my profession. But I was bothered no end by that remark of hers—"They are a queer lot!"

Years passed. I had forgotten the conversation entirely in the interval. Then a best-seller (with its locale in Brooklyn) recalled the old lady's query to my mind. I began to look back over the school librarians I had known. I was a tousled boy again as I stammered out some request to the sphinx-like lady in an old Missouri school room. Long forgotten faces looked at me from charging desks—neutral, belligerent, lovely, and even scholarly countenances were conjured up from memory. Some of the memories were only dim faces and others I remembered only by a curious gesture, some odd coiffure, or a striking pair of hands. Sorting out these memories, I asked myself the question, "Are we a queer lot?"

There was the little old librarian whose school library was wrapped in cotton wool. She loved each book. Every volume was placed at just the

MARVIN W. CRAGUN

Sacramento College, Sacramento

right angle, every chair was aligned in perfect rank, each table gleamed with the loving care of a Dutch hausfrau. When children came into the library, they spoke in whispers and seldom tarried. Each volume charged out seemed to leave her bereft. I inadvertently put one of John Fox's books back next to the Alcott volumes. The whole room blushed.

I was delighted when I came upon a library that had the best collection of boys' stories I had ever seen. White, Hough, London, Henry, Verne and oh, the joys of Dumas! It was a heaven on earth. But I learned very soon that here presided a belligerent soul. I found that I had to prove that there was some value in Jules Verne before I could draw out one of his novels. Dickens, Scott, and Stevenson reared their classic heads and scowled alongside her. I was feeling my way toward the better books, but I didn't want to be shoved into their mighty presences all at once. I was just stubborn enough to resist her efforts. Yes, I would take out Dickens along with Verne, but I left *Oliver Twist* to stand in the corner while I sailed the seven seas with Captain Nemo. Her heavy-handed belligerency kept me away from the classics for several years from sheer juvenile rebellion.

As I proceeded on into high school, I frequented the libraries of two other well-remembered characters. One was the Sphinx and the other was known as Hearts and Flowers. The Sphinx could never be engaged in conversation, no matter how hard you tried. She never gave an opinion on a book, nor did she try to guide your reading. Looking back upon the scene, I have concluded that she was just too timid, and as a

consequence, hid behind a stolid exterior.

Hearts and Flowers, was quite different. She hovered over us. She tried to interest us in poetry, but it was usually of the romantic type. When we would have devoured Masfield or Kipling, she tried to get us to read Mrs. Browning, Tennyson, and Longfellow. In our cruel, youthful way, I know we hurt her feelings, but I still insist she should not have hovered!

College libraries added many new types to my collection. There were the Scholarly Ones; those with the Chamber of Commerce smile who failed when called upon to locate a definite title; the Yes-Man variety, who continually agreed with every judgment passed upon returned books; the Nobody-Loves-Me type, who seemed to be at odds with both faculty and students; and of course, there were the Long-Haired-Ones, who could set you right on all controversial issues. No doubt about it—I had to admit there were queer ones in the lot!

But the queer ones were the exceptions after all. Many of my finest memories, a great portion of the real joy of my education came from those great-hearted librarians who handed me the treasures from their shelves with an air which bespoke an awareness of my needs. Long after formal lectures have turned to faded notes in tattered bindings, I have remembered casual conversations about authors and books which I have enjoyed with school librarians. They helped me over many a difficult passage, introduced me to hundreds of rare spirits, enjoyed with me the numerous splendid discoveries in my reading. Gradually I have come to see that they stood at the cross-roads of education. They, more so than any teachers, read the signs aright and pointed to the right turning. Perhaps they were most effective because they performed their services so unobtrusively. The moment one of them

became a type, he lost that effectiveness.

I would not have our profession lose the picturesque color of some of those types I have mentioned, since I know now they are in such a minority. But it has proved valuable to me to remember that if my character becomes typed, I shall have lost much of my professional usefulness. And as the years pass smoothly by my ageless volumes, I rejoice that I belong to that "queer lot"—the school librarians.

PERSONALS . . .

Succeeding Miss Hope Potter as librarian of the South Pasadena-San Marino High School is Miss Margaret Jordan, formerly Librarian of the Theodore Roosevelt High School, Washington, D. C. Miss Jordan is a graduate of the University of Minnesota Library School.

San Diego City Schools begin the school year with two new librarians, Miss Julia Alfreda Webber, the new Librarian at Memorial Junior High School, and Mrs. Mathilde Alameda, who holds the same position at the La Jolla Junior-Senior High School. Miss Webber is a graduate of the University of Southern California and has previously held positions at Corona, Morgan Hills, and Palm Springs. Mrs. Alameda received her Master's degree from the University of Hawaii and was connected with the schools in Hawaii before coming to Southern California.

Mrs. Ruth Boorkman is leaving her position as Librarian of the San Diego City Vocational School to join her husband, who has recently been discharged from the army. Since his discharge Mr. Boorkman has joined the library staff of one of our California State Colleges.

Nancy Lee Carmichael is now overseas establishing and maintaining libraries for American servicemen. Miss Carmichael, who is on leave of absence from her position as Librarian of Fullerton Junior College, served as Camp Librarian at Camp Anza for two years before going abroad.

If you lose your temper occasionally, you probably have provocation, or need a rest. If you lose it frequently, you will probably lose your job.

SOME IMPRESSIONS OF SOUTH AMERICAN LIBRARIES . . .

(Continued from Page 14)

was a small collection of books for juveniles. This collection was largely sets of books which had been donated by interested and generous persons. In examining the collection it was evident that most of the books were in their pristine state.

PARAGUAY

The first loan library ever to be established in Paraguay was instituted by the Cultural Center in Asuncion, the capital city. The members of the United States Embassy and the Director of the Centro-Cultural Paraguayo - Americano, Mr. Paul Hadley, had been warned that such liberal policy of library services would never succeed. But they persevered and during the year and half in which the loan library had been opened only one book had been lost and that by a European!

In general the collection available in the Cultural Center is supplied by the Coordinator of Inter-American Affairs and consists of books which will provide a better understanding of North American culture. The books are in both Spanish and English. The nature of the English books in the collection limits the use of these books to those persons who have an unusual acquaintance with the English language.

Classes in English are a part of the service rendered by the Center and large numbers of Paraguayans take advantage of this opportunity to acquire or improve their English.

Books are extremely scarce in Paraguay. They must be imported as the printing facilities are limited and the people and the government are too poverty stricken to invest freely in books or other printed materials.

The pitiful lack of books and the drab character of the texts available are difficult for those who are familiar with the vast quantities of books

available to pupils and teachers in California schools to comprehend. Paraguayans are aware of their needs but little can be done without additional funds.

The faculties of the University of Esuncino have limited libraries in French and Spanish. There is no central library for the country nor for the University.

WE NEED THE TEACHER-LIBRARIAN . . .

(Continued from Page 11)

librarians have entered the profession since these were published. The organization would do well to publicize such helpful tools and bring them to the attention of the newcomers.

Nor would the benefits of an expanded teacher-librarian membership in the School Library Association be one-sided. The librarian who must spend part of every day as a teacher can bring to the association a better understanding of the needs of the school and can better recognize opportunities to encourage library use. The teacher-librarian is in an excellent position to bring about a better understanding between the teachers and librarians and through it, better library service for schools.

PERSONALS . . .

Jonnie Rowan is the new librarian at Theodore Roosevelt Junior High School, in Glendale. She was formerly at Reedly High School and Junior College.

Pearl H. Tuttle has accepted the position of librarian in the Fullerton High School. Eloise McConnell is at Ventura Junior High School this year.

Marion Dodge is now Mrs. Samuel Hyde Harris. She is continuing her work as assistant librarian at Woodrow Wilson High School, Long Beach.

Dorothy Smith has returned from her war service in Washington, D. C., and is at present assistant librarian at Polytechnic High School in Long Beach.

Margaret Jordan, from the Washington, D. C., School system succeeds Hope Potter at the South Pasadena High School.

FUNCTIONS AND STANDARDS FOR A SCHOOL LIBRARY . . .

(Continued from Page 7)

standards. Tables and chairs suitable for the groups to be served should be provided, and other equipment necessary for a functioning library should be secured. The number of library offices needed would be determined by the school enrollment and the number of librarians to be employed.

The size and number of reading rooms likewise, would depend on the total pupil capacity of the school. In the smallest school which supports a library, a reading room to seat the largest class group plus 20 pupils should prove sufficient. The space for this can be estimated at 25 square feet per reader. The library reading room in a school of 500 pupils should be large enough to seat not fewer than 75 pupils. Beyond 750 pupils the minimum seating capacity should be at least 10 per cent of the student body. It is desirable that one reading room seat not more than 100 pupils and that additional reading rooms, each with one or more trained librarians in charge, be provided in large schools. In general, library rooms should be adjacent, but in very large schools where extensive duplications are necessary, they may conceivably be on different floors.

SUMMARY OF QUANTITATIVE STANDARDS SUGGESTED FOR SCHOOL LIBRARIES

Personnel: 1 full-time librarian with college year of library training to serve up to 500 pupils and 1 for each additional 500 pupils.

Collection: Books, periodicals, information file, and audio-visual materials organized for service.

Library Quarters: Reading room, library office, workroom, and storage as minimum with conference room recommended.

A preview of the standards proposed for school libraries, by the chairman of the

School Libraries Section Committee on Postwar planning of the A. L. A.

Size of School	Library Personnel	Library Floor Space per Enroll- ment	Library Clerical Reader	Reading Rooms Minimum No. Seat Reading Cap. Rooms	Largest class group plus 20	1
200	1	Time Part	25 sq. ft.		75	1
500	1	1	25 sq. ft.		100	1
1,000	2	1	25 sq. ft.		200	2
2,000	4	2	25 sq. ft.		300	3
3,000	6	3	25 sq. ft.		500	5
5,000	10	5	25 sq. ft.			
Minimum Number Titles	Minimum Number Volumes	Book Budget Per Pupil Book Budget				
1,700	2,000	\$1.50				
3,500	5,000	1.50				
5,000	7,000	1.50				
6,000	10,000	1.50				
7,000	12,000	1.50				
8,000	15,000	1.50				

Reprinted from the School Executive Magazine, December 1944 by permission of Dr. Walter D. Cocking, Managing Editor.

MATERIAL FOR INTERCULTURAL EDUCATION . . .

(Continued from Page 9)

October 1945 number contains "Classrooms Against Hate", by Raymond Nathan, pp. 6-8. A brief, over-all coverage of the intercultural education movement in our schools, emphasizing significant accomplishment in several states of the deep South.

PERSONALS . . .

Marjorie Fullwood is busy with the organization of the library at the new William Logan Stephens Junior High School in Long Beach. Her former position at Franklin Junior High School has been assigned to Mildred Bakke who has transferred from Polytechnic High School.

Linnie Marsh Wolfe who is still remembered for her fine work in the Jefferson High School library died in Oakland in September. Her most recent book, a biography of John Muir, **Son of the Wilderness**, was published by Knopf during the summer.

Mardie Bakjian conducted a six-week course during the summer at Metropolitan High School, Los Angeles, for the training of library clerical assistants. As a result of his good work twenty three clerks have been certified for appointment.

THE HIGH SCHOOL LIBRARY. A THREE-RING CIRCUS . . .

(Continued from Page 16)

is better than half gone. There is no need now to get back to those letters and the cataloguing. Better wait until after school. A good decision, as the school orchestra now moves in to place instruments, tune up and go through all the maneuvers necessary to getting ready for the dance.

Yes, indeed, at times the serenity of the library is broken. The nerves of the librarian are a bit frayed and you wonder if the day will ever close. At other times everything moves along smoothly and much is accomplished academically. All in all, the high school library is surely an intriguing and exciting place in which to work, though at times you may feel that you are running a three-ring circus, I would have it no other way.

PERSONALS . . .

Laurel Hjelte resigned from her position as research librarian in the Library and Textbook Section, Los Angeles, to become County Librarian of Plumas County Free Library. Before coming to Los Angeles she had been librarian at McKinley High School in Honolulu.

Lillian Hrubesky is on leave of absence from Adams Junior High School, Los Angeles. Marjorie James has been assigned to that position during Miss Hrubesky's absence.

Gertrude Mallory has retired from her position at Franklin High School. Replacing her is Jean Sandlie who comes to the Los Angeles City Schools from the University Branch of the Los Angeles Public Library.

New Librarians assigned to the Los Angeles City Schools this fall are Camille Baxter at San Pedro High School; Frances McKee at Lafayette Junior High School; Farol Davidson at Stevenson Junior High School.

Ann Molloy has transferred from Stevenson Junior High School to serve as research librarian in the Library and Textbook Section.

Janice Pidduck has been appointed librarian of the newly established East Los Angeles Junior College.

Retirements from the Los Angeles City Schools include three librarians who have given many years of service to their

schools; Olive Leonard, Gardena High School; Jean Hodges, Banning High School and Mabel Corey, San Pedro High School.

Violet Collins is at Pasteur Junior High School this fall. She has been in the Order Department of the Library and Textbook Section previous to this assignment.

Jean Delevan Guyot has been appointed librarian at Gardena High School. Bernice Coan has resigned from the Catalog Department, Library and Textbook Section.

NORTHERN SECTION MEETINGS . .

Those members of the Northern Section who regretted missing the inspiring talk of Mrs. H. C. Mei at the November 3rd meeting on "The Women of China" will be interested in this news about the two spring meetings.

At our luncheon meeting on February 16th, Professor Joseph P. Harris of the University of California will speak on "Rehabilitation in Europe."

Professor Harris has just now returned to the campus to resume his duties as Professor of Public Administration. He was consultant for the National Defense Advisory Committee, 1940-41 and a member of the President's Committee on Selective Service, 1940-41. During World War II, since 1942, Professor Harris held the rank of Colonel and was on the Staff in charge of public administration at the School of Military Government at Charlottesville. He went to Europe in March of 1945 as Director of Personnel and Training of the United Nations Relief and Rehabilitation Administration, visiting most of its offices and missions in Europe. He spent time in England, France, Germany, Italy, Greece and a little time in Austria and Egypt. He also visited fifteen camps for displaced persons in Germany.

For the May 4th meeting we anticipate having Sally Carrighar, author of "One Day on Beetle Rock" if she finishes the book on which she is now working. Miss Carrighar tentatively promised to come to us May 4th, to tell us about some of her adventures in writing "One Day on

(Continued on Page 22)

THE QUESTION BOX . . .

(Editor's Note: There have been many attempts to devise better methods of recruitment. Each year the question arises, and a new committee tackles it. Some of our ablest members have devoted much time and effort to include more school librarians in our organization. As in every profession, those within the association do not balance those potential members on the outside. If we can answer some of the following questions, perhaps we may work out a solution and help our membership committee.)

In comparison with other similar organizations, does our association offer enough service to its members?

If the service and fellowship is all that we think it is, have we publicized that fact to potential members?

Have we given over the entire job of recruiting to a small group of committee members and failed to take our place in the campaign?

What new ideas for recruiting new members have we sent to the committee this year?

Have we taken too gentle an approach and waited for the new members to knock at our doors?

Have you as a regular member ever invited a teacher-librarian to join our association?

Are there any other groups within our schools which are eligible for membership who have not been contacted?

Have we been getting the entire group of newly graduated library school students as members?

What new methods should be used to "sell" this important new group on the association?

Should we try more of the personal approach rather than impersonal letters?

Are there any librarians on emergency credentials who should become members?

Would you be willing to help the committee circulate literature or personally contact possible members?

LIBRARY ACTIVITIES . . .

Members of our association, particularly those in Southern California, might be glad to know that the Special Libraries Association, Southern California Chapter, has issued a new Roster and Handbook for 1945-46. Copies are available to anyone interested, at twenty-five cents each. Requests may be addressed to Mr. L. Herman Smith, 1785 Las Lunas Street, Pasadena 4, California.

* * *

In High Points for September, 1945, pp. 16-21, there is an article by Sidney Mattis entitled "Fourteen Cents a Year," a comparison of the Certain vs. the School Libraries for today and tomorrow.

In Clearing House for October, 1945, pp. 101-2, there is an article on the last year's meeting of the Northern Section at Radio City in San Francisco.

In this same issue, the symposium on The Teaching of Tolerance is particularly recommended.

* * *

Twelve textbook companies submitted material for the book exhibit conducted by Miss Valentina Nielsen, Chico High School librarian, at the Chico City Schools Workshop on September 10-22. The exhibit was set up in the high school library and contained new textbooks, workbooks, tests, maps, and globes usable in various grades and subjects for the elementary and the high school classes.

Approximately 300 teachers visited the exhibit during their attendance at the workshop.

NORTHERN SECTION MEETINGS . .

(Continued from Page 21)

Beetle Rock" and this new one that centers around the animals near Jackson Hole, Wyoming. Also, on May 4th, we shall have the annual business meeting in the morning, preceding the luncheon.

MAURINE S. HARDIN

Chairman Program Committee.

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